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ABSTRACT

This guide provides guidance on the inclusion of students with disabilities in regular physical education classes. Section 1 comprises three chapters which focus on philosophy, beliefs, and attitudes in relation to physical education, inclusion, and team assessment and programming. The development of a collaborative Physical Education Inclusion Team is recommended. Section 2 describes program planning, assessment, and general and specific instructional and curricular strategies. An ecological approach is suggested for both program planning and functional assessment of students. Informal checklists specifically designed to facilitate inclusion are included. Also addressed in this section are strategies for accommodating students with disabilities, including instructional and curricular modifications. Section 3 presents detailed case studies of implementation with three different age groups: (1) preschool, (2) elementary school, and (3) middle and high school. Each chapter begins with an anecdotal account of a real child with disabilities and also includes numerous illustrations and tables to enhance, supplement, and synthesize major ideas. Also provided in tabular form are many task analyses and illustrative sections of individualized education programs. Contains 123 references. (DB)

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